

MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

Mr. Speaker: The House will now take up discussion of the Demands for Grants Nos 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 and 107 relating to the Ministry of Education and Scientific Research. As the House is aware, 4 hours have been allotted for the Demands of this Ministry.

There are a number of cut motions to these various Demands. Hon Members may hand over at the Table within 15 minutes the numbers of the selected cut motions which they propose to move. I shall treat them as moved, if the members in whose names those cut motions stand are present in the House and the motions are otherwise in order.

DEMAND No 13—MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

Mr. Speaker: Motion moved.

"That a sum not exceeding Rs 65,24,000 including the sums already voted on account for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Ministry of Education and Scientific Research'."

DEMAND No 14—ARCHAEOLOGY

Mr. Speaker: Motion moved.

"That a sum not exceeding Rs 56,54,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Archaeology'."

DEMAND No 15—SURVEY OF INDIA

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs 96,16,000 be granted to the President to complete the sum necessary to defray the charges

which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Survey of India'."

DEMAND No 16—BOTANICAL SURVEY

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs 6,22,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Botanical Survey'."

DEMAND No 17—ZOOLOGICAL SURVEY

Mr. Speaker: Motion moved.

"That a sum not exceeding Rs 5,97,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Zoological Survey'."

DEMAND No 18—GEOLOGICAL SURVEY

Mr. Speaker: Motion moved.

"That a sum not exceeding Rs 55,62,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Geological Survey'."

DEMAND No 19—SCIENTIFIC RESEARCH

Mr. Speaker: Motion moved.

"That a sum not exceeding Rs 2,07,78,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Scientific Research'."

*Moved with the recommendation of the President.

DEMAND No. 20—OTHER SCIENTIFIC DEPARTMENTS

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 1,61,14,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending 31st day of March, 1958, in respect of 'Other Scientific Departments' "

DEMAND No. 21—EDUCATION

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 15,08,86,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Education' "

DEMAND No. 22—MISCELLANEOUS DEPARTMENT AND EXPENDITURE UNDER THE MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 1,95,54,000 including the sums already voted on account for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Miscellaneous Departments and Expenditure under the Ministry of Education and Scientific Research' "

DEMAND No 107—CAPITAL OULAY OF THE MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 1,83,17,000 including the sums already voted on account for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958,

in respect of 'Capital Outlay of the Ministry of Education and Scientific Research' "

Does the hon. Minister wish to say anything to start with?

The Minister of State in the Ministry of Education and Scientific Research (Dr. K. L. Shrimall): I shall reply at the end of the debate.

Mr. Speaker: Who begins on this side?

Some Hon. Members rose

Mr. Speaker: Two names have been given to me. If I have to call—Shri H. N. Mukerjee first

Shrimati Renu Chakravartty (Bas-hirhat): He will take his chance next.

Mr. Speaker: No question of chance.

Shrimati Renu Chakravartty: How is it. .

Mr. Speaker: Order, order. I feel embarrassed so far as these matters are concerned. An important person is left behind and some other person begins. Of course, all of them are important. I have nothing to say against them. Some are inescapable. If they stand, they have to be called. They contribute to the debate from their experience. That is why they are actually chosen as Deputy Leaders. To keep them behind and to put some other person and then say, I have not been called, is not correct. I have already told the hon. Lady Member. When she says, let so and so be called first and then Shri H. N. Mukerjee, I say, four hours have been allotted for this, I may not be able to allow more than one Member. If still she says that the other Member would begin, I say, there would not be any chance so far as that matter is concerned. I do not want to inconvenience Shri H. N. Mukerjee. If he wants to speak, I would like to call him first. The other hon. Member may take his chance.

Shrimati Renu Chakravartty: That is left to you

Mr. Speaker: Shri H. N. Mukerjee is not here

Shri Vasudevan Nair (Thiruvalla): Sir, I am very glad that you have given a ruling, so to say, on the importance of Members.

Mr. Speaker: No question of ruling. Time is limited. I cannot expand it.

Shri Vasudevan Nair: While trying to make certain observations about the activities of the Ministry of Education and Scientific Research, I am fully conscious of the several limitations and checks that are before me. I am referring to the fact that Education is mainly a State subject.

I was trying to go through the debate that took place last year on the Ministry of Education. I read through the speech made by our Deputy Minister in reply to the several criticisms made. He advanced two arguments in reply to the criticisms that enough advance was not made on this front. One of his arguments was that we have very little funds. We all agree with the Minister. We all understand his difficulties. Our Education Minister and our Education Ministry asked for Rs 1000 crores in the Second Plan, but, mercilessly, our Planning Commission and other authorities concerned gave only Rs 307 crores. So, it is quite natural that there is a severe check on the advance of education in our country.

The second argument put forward by the hon Deputy Minister a year ago was that mainly this is a State subject, that we have very little to do with this and that the Central Government has very little physical control, so to say, over the educational institutions in this vast country. That is also true.

But, in that speech, the hon Minister claimed two things. He claimed that the Government of India has given grants to the State Governments and to the various educational institutions in this country. Secondly, he said, the Government of India is furnishing leadership in educational planning. Naturally, the Government of India is expected to give leadership in educational planning. I want to refer to that question in

some detail. It is true, we have made a certain advance. I do not wish to decry the activities of the Education Ministry as such in toto. The number of our institutions, elementary schools, secondary schools, Universities, Colleges and even Technical institutions has increased substantially. I admit there is an advance.

But, when we look at this question, we should also take into consideration the target that was fixed. For instance, the Constitution itself directed the Government, that within the course of 10 years, we should achieve the aim of universal compulsory education up to the age of 14. But now, that is the position. It is really deplorable. The Planning Commission itself has accepted defeat. It is said on page 155 of the Summary of the Second Five Year Plan,

"The country is still far from fulfilling the directive of the Constitution. But, it is necessary to make every possible effort to reach it within the next 10 or 15 years."

It is really a very deplorable situation. I do not want to blame anybody in particular. Why should I blame the Minister for it? Because even a year ago, our hon Deputy Minister himself has expressed his deep concern over the situation.

Shri B. S. Marthy: He is not Deputy Minister now.

Shri Vasudevan Nair: I correct myself. I am not a Member of the ruling party.

Shri B. S. Marthy: That is why you must be more careful.

Shri Vasudevan Nair: I thank you. Compared to the target that was fixed not only in the Constitution, but also by the Planning Commission, our achievement has not come up to the mark. That is my main point.

Another important question has to be looked into by the Govt especially as people who give leadership in educational planning. The Government of India ought to look into the question of changing the content of our education. That is a very important matter. We all know the

history of our education. We all wanted to have a new content for our education, a democratic, national, popular content if I can put it that way. On that question, I think, the lag is the greatest. The number has increased, but the content, I am afraid remains almost the same. There also I should like to quote an authority on education. He is none else than Dr. V. K. R. V. Rao, Vice-Chancellor of the Delhi University. In his article "Our Universities" in the June issue of *Education Quarterly*, a publication of the Ministry itself, after discussing the degenerate situation of our university education, he concludes thus:

"I believe therefore that our universities should take positive and purposive action to stimulate in our student world the consciousness of Indian culture, its traditions and its values, and at the same time an equal consciousness of the poverty and misery that clogs the lives of so many of our fellow citizens. Once we get a true understanding of Indian culture and develop a living consciousness of our social responsibilities, character follows automatically."

It is a very important pronouncement of a very important personality in the field of education, and I hope our Government and the Education Ministry will give their attention to this problem. I do not wish to deal with this question in any more detail.

With regard to giving leadership in educational planning, I wish to remind the Minister that there is a great lag in the matter of technical education also. As I understand it, in the Second Plan we want to have a re-orientation in our educational system as a whole. We want to have more of technical education, more technical institutes, engineering colleges, a large number of them, but what is the position? If there was some kind of leadership in planning from the Government of India, I think there would have been some change in our State also. But what is the situation there? It is really an alarming situation.

In that small State there are nearly 45 colleges and I believe nearly half a lakh of students are studying in those 45 colleges. I would submit that out of these 45 colleges there is only one engineering college worth the name issuing a degree in the engineering course. I admit there are one or two more institutes where students are coached and given diplomas.

Every year private managements, individuals, certain associations and missionaries come forward and start colleges, and I may submit many of them make plenty of money out of this business, but they are not prepared to start technical institutions because it is an expensive affair. It is not as good business as the running of arts colleges. So, what being done is manufacturing of graduates, graduates who have only general knowledge about general questions. During the last five or ten years we have failed to give a turn to our education in such a way that large number of technical personnel come out of our own colleges so that we can mainly depend on our own young people. That is our experience! I do not know the situation in many other States.

So, the question of giving leadership in educational planning should be more carefully examined. My submission is there is no well-defined, concerted effort in this direction. There is only some haphazard development. That will not do. That will only create problems, because in our State we have got the question of unemployment for large numbers of educated young men. So, my request to the Ministry is that there should be a more concerted, well-planned, all-India attempt to give this kind of technical bias to our education as a whole.

18.45 hrs.

[PANDIT THAKUR DAS BHARGAVA in the Chair].

Now I come to another very important question. Going through the amounts allotted under various heads I find that a large amount of money is set apart for distribution to States. That is necessary. The Centre is giving generous help to increase the

[Mr. Vasudevan Nair]
 salary of our secondary teachers and elementary teachers. Their condition has improved. I am coming to that question later. But the question of the distribution of the grants to the States has to be reexamined, I want the Ministry to examine it and lay down some definite principles.

In answer to a question in this very House, I think in the last session, the hon Minister stated that out of Rs 350 lakhs distributed to the various States to help the development of secondary education, our State, Kerala, was given Rs 19 lakhs. We are thankful for that, but my point is: in dividing this amount, in allotting these grants, what is the principle adopted by the Government? It may be that the applications from the various States are taken into consideration. But my point is that the development in the various States is of differing character. For example, Kerala is perhaps the only State where almost cent percent of our people are literate, where there are nearly 16 to 17 lakh students of the age group of between 6 and 11 going to school, where we have got more than 9,000 schools. There is this development, but this development should not become a curse for us. An undeveloped State will have its own problems. I am glad that the Government of India helps those States which are backward. They should be helped to come up very soon. But, at the same time, the problems of those States which are developed to a certain extent also should be understood and allotment should be made to such States considering their problems also. I do not know whether there is any well-defined policy with regard to this question of distribution of grants to the States.

Now I come to the very important question of our teachers.

Mr. Chairman: The hon Member has exceeded his time.

Shri Vasudevan Nair: I am the only speaker from our group.

Mr. Chairman: Already he has taken about 20 minutes.

Shri Vasudevan Nair: I may be allowed some more time.

Mr. Chairman: Two minutes more.

Shri Vasudevan Nair: I will finish as soon as possible, but I may be allowed five minutes more.

Mr. Chairman: If the point he takes up is a long one, I am afraid I will not be able to allow it. After all, 20 minutes is not a small amount of time. He can take one or two minutes and finish.

Shri Vasudevan Nair: The question of our teachers is still a very serious one. Of course, the old position is no more. Being the son of a teacher, I can understand the difficulties of the life of a teacher. I remember my father telling me that he started his job at a salary of Rs 4 per month. That was long ago, but I remember that always. Now, in our State a primary school teacher gets a starting of Rs 40 plus dearness allowance. That is a big advance from the old days, but still we should pay some more attention to him. In the report of the Planning Commission it is said that the teacher is the pivot of the entire educational system. Good words are spoken about the teacher always by everybody, but some more attention has to be given to him.

Another very important point I have to bring to the attention of the Ministry is the question of teachers working in private schools, management schools,—in our State nearly half the schools are management schools—at present there is no rule governing the service conditions of the teacher, when he will be sent away from the school, the question of provident fund, the question of leave etc. There is a kind of servant and master relationship between the teacher and the management.

I would suggest to Government to look into this matter, and if possible, to appoint some kind of a committee to go into the service conditions, the life, salary and other problems of our primary school and secondary school teachers, and to lay down some uniform all-India standards with regard to these.

I hope the Ministry will give consideration to these suggestions and evolve a well-defined policy on these matters.

Shri V. P. Nayyar (Quilon): I want to raise a point on which I seek your ruling. It is customary that when Demands for Grants are under discussion, the senior Minister in charge of the Ministry is present in the House. But I do not find the Minister here, and although his very able Deputies are here, I want to know what prevents the Minister from making at least a very rare appearance in this House on such a very important occasion as this.

Dr. K. L. Shrimali: I am in full charge of this subject, but the Minister will be here, I expect, during the course of the debate.

श्री सरजू पांडे (रसड़ा) सभापति महोदय मैं एक बात पूछना चाहता हूँ कि मैं देख चुका कि उन लोगों ने जिन्होंने अपनी कट मोशंस दी है, उनको बोलने का मौका नहीं दिया जा रहा है और साथ ही मैं यह भी देख रहा हूँ कि थोड़े में ही प्रादमियों को बार बार बोलने का मौका दिया जाता है। इनका क्या कारण है। मैं जानना चाहता हूँ कि बाकी लोग जो पार्लियामेंट के मੈम्बर हैं उनका ककगन क्या है ?

Mr. Chairman: The hon Member may resume his seat. This kind of complaint has been raised many a time, and is bound to be raised many a time.

श्री० राज सुभष सिंह (समराम)
अधेजी में धानरेबल मੈम्बर आपकी क्लिंग नहीं समझ पायेगा इस वास्ते हिन्दी में ही दीजिये ।

सभापति महोदय ऐसी शिकायत हाउस में आम तौर पर होती है क्योंकि धानरेबल मੈम्बरस की तरफ से कितने ही कट मोशंस मूब किये जाते हैं । एक डिमांड

पर लीं के करीब या उससे भी ज्यादा कट मोशंस आते हैं । अगर हर एक धानरेबल मੈम्बर को बिचने कट मोशंस का नोटिस दिया है, बोलने का मौका दिया जाये तो शायद एक डिमांड भी कई दिन में खत्म न हो । धानरेबल मੈम्बर को मारूम होना चाहिये कि इस मदन का यह कायदा नहीं है कि हर एक मੈम्बर हर एक डिमांड पर बोल सकता है या हर वह मੈम्बर जो कट मोशंस पेश करता है, उसको कट मोशंस पर बोलने का मौका अवश्य दिया जाता है । अगर आपकी कट मोशंस वक्त पर पहुँचेगी, और सब तरह में ठीक ठाक होगा। और आपने उसका नोटिस स्पीकर की हिरायन अनुमार्ग दिया होगा तो वह मूब हुई ममझी जायेगी । अगर हर उस मੈम्बर को जो कि कट मोशंस मूब करता है, बोलने का मौका दिया जाता है तो आप समझ सकते हैं कि इससे मुश्किल हो जायेगी और जनता वक्त किमी एक डिमांड के लिये रखा जाता है, उसके अन्दर वह डिमांड पाम नहीं हो सकेगा । एमा कोई तरीका ढूँडा नहीं जा सकता है जिससे कि हर एक मੈम्बर को तमन्नी हो सके । एक मदन में जिसमें कि ५०० के करीब मੈम्बर हो, इस तरह से इतराज भी नहीं करना चाहिये । जिस प्रादमी को आप कुर्मी पर बिठाते हैं स्पीकर साहब को या डिप्टी स्पीकर साहब को वह मदन में मुस्तलिफ पाटियो को देख कर व स्टेट्स (states) को देख कर चन्द एक प्रादमियों को ही बोलने का मौका दे सकता है और उसके ऊपर आपको कानफिडेन्स रखना चाहिये । अगर हर एक मੈम्बर, इस तरह से खडा होकर कहे कि मुझे इजाजत नहीं दी गई है तो इस हाउस के अन्दर इतिजाम ठीक में नहीं हो सकेगा । मैं नये मੈम्बर साहिबान की इतिला के लिये बतलाना चाहता हूँ कि जो पुराने मੈम्बर इस हाउस में हैं उन्होंने अपने जमाने में दस दस दफा बडे होने पर भी बोलने का चाम नहीं पाया । यह हर एक मदन में होता है कि मੈम्बर साहिबान को उनकी सुधी के मुताबिक

[सभापति महोदय]

कभी बोलने का मौका नहीं मिलता है। किसी किसम का एतराज करना बेयर के ऊपर एसपर्शन करना है और वह मुनासिब नहीं है। बेयर को खुद क्या है कि जहां तक हो सके हर उस मेम्बर को बोलने का मौका दे जिसने तैयारी की हो किसी सबजेक्ट पर बोलने की और डिस्कशन में काट्रीब्यूट कर सकता हो। लेकिन जो प्रमली दिक्कतें हैं, उनको भी हमें नजरअदा नहीं करना चाहिये और ये ऐसी डिफिकल्टीज हैं जिन पर कि काबू नहीं पाया जा सकता है। इस बास्ते मैं मेम्बर साहिबान से कहूंगा कि वे इस तरह की एतराज मोच बिचार कर ही हाउस के सामने रखें क्योंकि जब कभी भी इस तरह का सवाल उठाया जाता है उस वक्त वह बेयर को डिफिकल्टी में डाल देता है। हमको बेयर पर इस तरह का एसपर्शन नहीं डालना चाहिये।

Shri V. P. Nayar: He could not have meant all this

Shri Punnoose (Ambalapuzha): He only wanted to speak on these Demands for Grants

सेठ गोविन्द दास (जबलपुर) : सभापति महोदय, हमारे शिखा विभाग की प्रतिवर्ष उन्नति होती जा रही है, शिखा का प्रसार बढ़ रहा है, शिखा सम्बन्धी मस्थायें अधिक खुल रही हैं, हममें कोई सन्देह नहीं है और इसीलिये हमारे जो विरोधी दल के सदस्य हैं उन्होंने अपने अभी के भाषण में इस बात को स्वीकार किया है। इस दृष्टि से हमारा शिखा मन्त्रालय बधाई का पात्र है।

परन्तु यह बधाई देते हुए मुझे इस सम्बन्ध में एक दूसरी बात भी बिकवाई देती है। हमको स्वतन्त्र हुए दस वर्ष हो गये, हमारे संविधान को लागू हुये सात वर्ष हो चुके, पर इतना समय बीत जाने पर भी अभी हमें अपने शासन का कार्य जनभाषा

में होते हुये बिकवाई नहीं देता और यह हमें दिल्ली में इस ससद् में सबसे अधिक दृष्टि-गोचर होता है। यदि हम इस देश में प्रजातन्त्र को चलाना चाहते हैं, ऐसे प्रजातन्त्र को जो इस समय दुनिया का सबसे बड़ा प्रजातन्त्र है और जिस प्रजातन्त्र के निवासियों में हर एक को बालिग मताधिकार प्राप्त है, तो वह प्रजातन्त्र बहुत दिन तक नहीं चल सकेगा यदि हम उस प्रजातन्त्र के कार्य में जनभाषाओं को उन्हें जो स्वामाधिक रूप से अधिकार प्राप्त है, उस अधिकार से बञ्चित रखें। हमने देशों के इतिहास को आप देखें। आप देखें कि जो देश किसी समय परतन्त्र थे उन्होंने स्वतन्त्र होते ही अपने शासन में अपनी भाषाओं को किस प्रकार स्थान दिया। आयरलैंड का मैं दृष्टान्त देता हूँ। बर्मा का मैं दृष्टान्त देता हूँ। हिन्देशिया के देशों का मैं दृष्टान्त देता हूँ और सबसे आखिर में मैं इजरायल का दृष्टान्त देता हूँ। जिस इजरायल को पुरानी हिब्रू भाषा का पता नहीं रहा था और वह भाषा मृत भाषा हो गई थी, उस इजरायल ने स्वतन्त्र होते ही पुन हिब्रू भाषा का नया निर्माण किया और आज थोड़े वर्षों के बाद इजरायल के माने शासन का कार्य हिब्रू भाषा में चलता है।

हमारी पञ्चवर्षीय योजना समाप्त हो गई, दूसरी पञ्चवर्षीय योजना चल रही है। यह कहा जाता है कि इस पञ्चवर्षीय योजना के लिये हमें टैक्नीशियस की आवश्यकता है और वे टैक्नीशियस हमें तभी प्राप्त हो सकते हैं जब कि हम अंग्रेजी के द्वारा उन्हें तैयार करें। मैं आपसे कहना चाहता हूँ कि इससे ज्यादा और कोई गलत बात और कोई गलतफहमी नहीं हो सकती। जरा देखिये तो आज अंग्रेजी के द्वारा हमें अपने टैक्नीशियस तैयार करने में कितना समय लगता है। हमारे जो विद्यार्थी हैं उन पर प्रायः यह दोषारोपण किया जाता है कि उनको भाषा और भाषा के शब्दों को कोट

की बहुत घाबत हो गई है। इसका क्या कारण है? इसका कारण यह है कि उनको शिक्षित विदेशी भाषा में सी जाती है और उनको जो उनकी मातृभाषा है उसमें शिक्षा नहीं दी जाती। यदि हम अपने देश में अपनी पंचवर्षीय योजनाओं को सफल करने के लिये टेक्नीशियन भी तैयार करना चाहते हैं तो हमको पर्याप्त संख्या में टेक्नीशियन तभी प्राप्त हो सकते हैं कि जब हम उनको उनकी मातृभाषा में टेक्नीकल शिक्षा दें। जब अंग्रेजी राज्य यहां पर था उस समय उन को मेना में सीर्स एंड माइनर्स रहते थे, जिन का नाम हम ने सफरमेना पल्टन कर लिया है, वे जब भर्ती होते थे तब उनको अपने विषयों का कोई टेक्निकल ज्ञान नहीं होता था।

एक भारतीय सदस्य : टेक्निकल शब्द के हिन्दी माने क्या हैं ?

श्री गोविन्द दास : मैं ने टेक्निकल शब्द का प्रयोग इसलिए किया है कि शायद आप लोग इसे ज्यादा समझते हों।

मैं सफरमेना की पल्टन का दृष्टांत दे रहा था। जब वे भर्ती किये जाते थे उस समय उनको अपने विषयों का ज्ञान नहीं होता था पर उन को उनके विषयों की शिक्षा छ। महीनों के अन्दर उन की मातृभाषा के द्वारा दे दी जाती थी। वे मड़क बनाते थे, पुल बनाते थे, बुल तोड़ते थे और इस प्रकार नाचा प्रकार के कार्य करने के लिये छः महीनों के अन्दर दक्ष हो जाते थे। कहा जाना है कि हम को इस प्रकार की शिक्षा के देने के लिये हमारे पास पर्याप्त साधन नहीं हैं, साहित्य नहीं है। मैं पूछना चाहता हूँ कि उस साहित्य को तैयार करने के लिये अब तक कौन सा प्रयत्न किया गया है ?

17 hrs.

हमारे संविधान के अनुवाद के लिये हमारे राष्ट्रपति डॉ० राजेन्द्र प्रसाद जी ने ३५ या ३६ महानुभावों की एक कमेटी बनाई थी। उस कमेटी के सदस्यों के नाम

हर प्रान्तीय सरकार से मंगाये गये थे और इन सरकारों से कहा गया था कि उनके प्रान्तों में जो भाषा की विशिष्ट संस्थाएँ हैं, उन से पूछ कर उन सदस्यों के नाम भेजे जायें। वे ३५ या ३६ सदस्य कोई साधारण रूप में नामजद नहीं किये गये थे। इस प्रकार प्रान्तीय सरकारों की सिफारिशों पर उन को नामजद किया गया था। हमारे मन्विधान का अनुवाद हर भाषा में उन के द्वारा ही हुआ। उस के बाद क्या हुआ? शिक्षा मन्त्रालय ने एक वैज्ञानिक शब्दावली बोर्ड, बोर्ड ऑफ साइंटिफिक टर्मिनलजी, स्थापित किया। उस में थोड़े से लोग हैं जो नामजद किये हुए हैं और यह लोग मन्विधान में जिन शब्दों का उपयोग हो चुका था, जो शब्द प्रचलित हो चुके थे, उनके स्थान पर भी दूसरे शब्दों को गठने का प्रयत्न कर रहे हैं। मैं शिक्षा मंत्री जी को उस समय का स्मरण दिलाता हूँ जिस समय कि यह बोर्ड स्थापित हुआ था। सन १९५० में इस बोर्ड की स्थापना की गई थी और यह घोषणा की गई थी कि यह बोर्ड पांच वर्ष के अन्दर अंग्रेजी शब्दों को इस प्रकार परिवर्तित कर भारतीय भाषाओं में रख देगा कि जिस से हमें वैज्ञानिक कार्यों के करने में शब्दावली मिल जाय। इस बोर्ड को स्थापित किये सात वर्ष हो गये, लेकिन इन सात वर्षों में इस बोर्ड ने जो शब्दावली तैयार की वह धाण केवल माध्यमिक शालाओं के लिये और केवल दो-तीन वैज्ञानिक विभागों के लिये है वह भी अधूरी। फिर यह जो शब्द बनाये गये हैं या जिन को बनाने का प्रयत्न किया जा रहा है, वे भी साधारण के साधारण शब्द हैं, जैसे काऊ शब्द का अनुवाद खेती विभाग के लिये गाय किया गया। हास शब्द का अनुवाद किया गया घोड़ा। कुषि विभाग के जो शब्द तैयार किये गये हैं उनको देखें कि इस प्रकार के साधारण से साधारण शब्दों को वहां स्थान दिया गया है या नहीं जिसकी कोई जरूरत नहीं थी। संविधान में जब इतने विशेषज्ञों ने मिल कर शब्दावली

[सिंह गोबिन्द दास]

बनाई थी तो उस शब्दावली में हेर फेर करने की क्या आवश्यकता हुई, यह मेरी समझ के बाहर है। उस शब्दावली को काम में लाया जाय तो हमारी विधियों के लगभग ७५ प्रतिशत शब्द मिल जाते हैं। शब्दों को बनाने का यह तरीका जो भ्रूलयार किया गया है यही गलत है। जब यह बोर्ड स्थापित हुआ उस समय उस ने कहा था कि हम २०००० शब्द प्रति वर्ष बनायेंगे जिन की सख्या धीरे धीरे बढ़ते हुये ५०,००० तक पहुँच जायेगी। मैं पूछना चाहता हूँ कि सात वर्षों में इस बोर्ड ने कितने शब्दों का निर्माण किया है? इस विषय में मेरे सुझाव हैं। मेरा एक सुझाव यह है कि जो शब्द हमारे देश में प्रचलित हैं उन में कोई परिवर्तन न कर उन को जैसा का तैसा ले लिया जाये। मेरा दूसरा सुझाव यह है कि हमारा मन्विधान शब्दों का भंडार है, जो शब्द मन्विधान में स्वीकार कर लिये गये हैं उनमें कोई हेर फेर न किया जाये। इस हेर फेर के सम्बन्ध में मैं कुछ दृष्टान्त दूंगा।

यूनियन पब्लिक सर्विस कमिशन के लिये मन्विधान में जो शब्द स्वीकार किये गये हैं वे हैं मध लोक सेवा आयोग। उस को बदलने के लिये इस बोर्ड ने एक पहाड़ खोदना शुरू किया और उस पहाड़ के खोदने के बाद निकला क्या? चुहिया। उस के स्थान पर उस ने कौन सा शब्द दिया? सब राज्य सेवा कमिशन। सब लोग जानते हैं कि आयोग शब्द इस समय मारे देश में प्रचलित हो चुका है। आयोग शब्द के लिये कमिशन शब्द रख कर एक गंगा मदार का जोड़ा बनाने का प्रयत्न करना भाषा के मौखिक की दृष्टि से भी ठीक चीज नहीं है। फिर यह बोर्ड भाषा में सरसता लाने के लिये ही शब्द नहीं बदल रहा है, कई मरल शब्दों की जगह कठिन शब्द ला रहा है। मसलन भारतीयदेश के

लिये मन्विधान में मध्यस्थता शब्द का उपयोग किया गया है। यह बोर्ड उस के स्थान पर रखना चाहता है विवाचन।

तीसरा मेरा सुझाव यह है कि जैसा हमारे मन्विधान में कहा भी गया है कि हमें अपनी शब्दावली प्रधानतया सस्कृत से लेनी चाहिये। यह इसलिये कि हमारी अधिकांश भाषाये संस्कृत से ही निकली हैं। हम को अपनी पारिभाषिक शब्दावली संस्कृत से लेने में यह लाभ होगा कि वह शब्दावली हम हर एक प्रान्त में प्रयोग कर सकेंगे। इस विषय में मैं एक बात धीर कहूंगा, अब हमें शब्दों के फेर में बहुत ज्यादा न पड़ कर, क्योंकि हम न मान वर्षों तक इस बात का विचार कर लिया, हमें अपना साहित्य तैयार करना चाहिये। और साहित्य जब हम तैयार करें तब जहाँ तक हमारे वैज्ञानिक साहित्य का सम्बन्ध है वह हम उसी आधार पर करें जिन प्रकार मफरमैना पल्टन का साहित्य तैयार होता था। उस में हम बहुत जल्दी इस कठिनाई का दूर कर देंगे।

इस मारे विषय में हमें नीति में परिवर्तन करने की आवश्यकता है। अंग्रेजी का प्राज भी इनना गुणगान होता है कि उस गुणगान को सुनते हुये मुझे दस वर्ष पहले के गुलाम भागन की याद आ जाती है। बड़े बड़े आदमी, बड़े बड़े नेता अंग्रेजी का गुणगान किया करते हैं अभी हमारे एक बड़े नेता ने एक जगह यह कहा कि अंग्रेजी का प्रचार और प्रसार तो दुनिया में बहुत बढ़ रहा है। बढ़ रहा होगा। मुझे अंग्रेजी से कोई द्वेष नहीं। अंग्रेजी एक समृद्ध भाषा है, लेकिन मैं एक बात कहना चाहता हूँ कि चाहे कितना ही प्रयत्न क्यों न किया जाए, अंग्रेजी हिन्दी और हमारी भारतीय भाषाओं का स्थान इस देश में कदापि नहीं ले सकती। पीने दो चीं डपों तक हम गुलाम रहे। उस समय इस

भात के पूरे प्रयत्न किए गए कि अंग्रेजी भाषा हमारे देश पर कब्ज़ कर इस देश की भाषा हो जाए। लेकिन पीने दो सी वर्षों के शासन की भाषा अंग्रेजी होते हुए भी, मैं जानना चाहता हूँ, आखिर इस देश में कितने लोग अंग्रेजी पढ़ सके। मैं तो यहाँ तक कहना चाहूँगा कि जो अंग्रेजी ठीक तरह से बोल सकते हैं या पढ़ सकते हैं उन की संख्या उगलियों पर गिनी जा सकती है। इस विषय में मैं जो कुछ कह रहा हूँ वह केवल हिन्दी के लिए नहीं कह रहा हूँ। मैं यह कहना चाहूँगा कि इस देश को यदि आप शिक्षित करना चाहते हैं तो हिन्दी और भारत की जो दूसरी भाषाएँ हम नें मविधान में स्वीकृत की हैं, उन सब को हमें समान रूप में प्रोत्साहन देना होगा।

एक बड़ी भारी गलतफहमी और है जो अहिन्दी भाषियों के मन में है वह यह कि हम हिन्दी को अंग्रेजी के सदृश इस देश पर लादना चाहते हैं। यह बिल्कुल गलत है। अंग्रेजी को जो स्थान इस देश में प्राप्त था वह हम हिन्दी को कदापि नहीं देना चाहते, जिन प्रान्तों की मातृभाषा हिन्दी नहीं है, उन में शिक्षा का माध्यम प्रान्तीय भाषा को रखा जाय, ऐसे प्रान्तों में न्यायालयों तथा विधान सभाओं की भाषा भी उन प्रान्तों की भाषा को रखा जाय। हिन्दी भाषा हम केवल केन्द्र और अन्तर्प्रान्तीय कार्य के लिये चाहते हैं। इस देश को यदि हम एक मूत्र में बाँधे रखना चाहते हैं, तो हमें एक भाषा की आवश्यकता है। इसीलिए मविधान में हमने हिन्दी को उस भाषा के रूप में स्वीकार किया है।

एक गलतफहमी को मैं और दूर करना चाहता हूँ और वह यह कि मैं हिन्दी को दूसरी, प्रान्तों की, भाषाओं से ऊँची भाषा नहीं मानता। कुछ भाषाओं का साहित्य शायद आज भी हिन्दी से ऊँचा होगा, लेकिन हिन्दी को हमने अपनी राजभाषा इसलिए स्वीकार किया है कि इस देश के प्रांथों के

करीब लोगों की यह मातृभाषा है और ऐसे अधिकांश लोग उसे समझ सकते हैं।

मैं शिक्षा मंत्री जी से यह निवेदन करूँगा कि वह अपनी नीति में परिवर्तन करे। वह देश के वायु-मंडल को बदलने का प्रयत्न करे। अब चूँकि नई लोक सभा आयी है, इसलिए इन लोक सभा के सदस्यों से भी मैं यह अपील करना चाहता हूँ कि वे भी समद में हिन्दी को अधिकधिक प्रयुक्त कर इस समद के वायु-मंडल को बदलें। एक मांग जो मैं सदा किया करता हूँ, वह फिर मैं शिक्षा मंत्रालय में करता हूँ। वह यह है कि सरकार अपनी बड़ी बड़ी योजनाओं में करोड़ों अरबों खर्च कर रही है, जहाँ तक हिन्दी और अन्य भारतीय भाषाओं का सम्बन्ध है, उन का साहित्य तैयार करने के लिए वह कम से कम पाँच करोड़ खर्च अलग कर दें। मेरा विश्वास है कि यह रकम कोई बड़ी रकम नहीं है और यह रकम अगर उम नें साहित्य तैयार करने के लिए अलग रख दी, तो मुझे विश्वास है कि पाँच वर्ष में हमें पर्याप्त साहित्य प्राप्त हो सकेगा।

जैसा कि मुझ में पहले बोलने वाले माननीय सदस्य ने अभी कहा है, यदि हम इस देश की संस्कृति, इस देश के वायु-मंडल को भारतीय बनाना चाहते हैं और गुलामी में अपना पिंड छुड़ाना चाहते हैं—क्योंकि अंग्रेजी भाषा के साथ हमारी गुलामी का सम्बन्ध है, इससे इन्कार नहीं किया जा सकता—तो हम को इस मारी नीति में परिवर्तन करना पड़ेगा। जितनी जल्दी और जितनी दूर तक इस नीति में परिवर्तन करना चाहिए, मुझे श्रेय है कि हमारा शिक्षा मंत्रालय वह नहीं कर रहा है। मैं यह भी कहना चाहूँगा कि यह विषय उतना ही आवश्यक विषय है, जितना निर्माण के अन्य विषय हैं। क्या मैं प्रार्थना करूँ कि इस विषय में जो कुछ भी किया जा सकता है, वह अतिसम्ब करने का प्रयत्न किया जायगा।

Shri B. S. Murthy: Mr. Chairman, I have been very closely following the speech made just now by my predecessor, but I was not able to understand much. And, what little I could understand, from that I thought that he has been telling the Education Ministry that as far as possible English names should be avoided and suitable Hindi or sanskritised Hindi names should be used.

In this connection, I have already said what we in the South mean by this Hindiisation of English names. The new name for a wireless office is *Vithanthu Karyalaya*. In the south, *Vithanthu* means a widow.

Seth Govind Das: Have a Tamil word, or a Telugu word or a Malayalam word, I have no objection.

Shri B. S. Murthy: I am illustrating how we should not run a race madly for the use of Hindi words for replacing English by Hindi and what it has meant to the public. This should not be done. I am anxious that English should be replaced as soon as possible. But, this does not mean that we should accept anything and everything. For instance, the word 'Republic'—What is the harm in using the word? Instead of that you want to have *Sarvatantra Swatantra Ganatantra*. That ordinary man in the street will be confused. He does not understand what this *Swatantra Ganatantra* is.

Shri Shree Narayan Das (Darbhanga): Have you any conception of the man in the street?

Shri B. S. Murthy: I do not conceive about it, if he conceives about it, let him answer it.

I am only saying, please do not run a mad, a fanatical race. Then, take the word, *Vyavasaya*. I hope the hon. Member will understand the difficulty in .

Shri Shree Narayan Das: I did not say anything. When he said the man in the street will easily understand the import of the English word re-

public I asked him whether he had any conception of the man in the street.

Shri B. S. Murthy: If I do not understand the man in the street I who represent the lot of them, the hon. Member who has just interrupted me does not know.

Vyavasaya is the word. In Andhra it means agriculture. Nothing more; nothing less. Further south, it means business. If you are going to say *Vyavasaya* as agriculture and all that and if you are trying to give suitable words for certain technical and other words in English, we must do it very carefully. We should use as many as possible and leave the rest to posterity. Do not make it confused. That is my humble submission. If I do not know the man in the street, I shall be a humble disciple of my friend **Shri Shree Narayan Das**. Let him lead me to where the common man, the man in the street is. Or, if he really wants to know the man in the street, let him follow me. I will lead him to the cheries where the people do not know a single Hindi word or what Hindi or Sanskrit is, much less sanskritised Hindi.

This Demand came rightly after the Defence Demands. The best defence of a country is an educated enlightened population conscious of its rights and also of its responsibilities. Therefore, it must be the duty of the State to see that democracy is successful and proper facilities are provided for all people in every nook and corner of the country.

It is said that democracy without education is a mansion without illumination. The Englishman has left the country with illiteracy, poverty, fanaticism, casteism and others as legacies to these 360 million people. It is a tremendous and stupendous task for our Government and our nation to eradicate illiteracy and educate our people. But, having taken to the democratic type of life, it is the bounden duty of the country and the nation to educate itself, because democracy is

nothing but Government by discussion. If you want to place everything before the public, the representatives of the people and get decisions from their discussions, the people must be not only educated properly but they must be enlightened. I think it is Carlyle who said that a man is strong who has advancement or who has culture whose brain is quicker whose blood is warmer and whose heart is softer. Therefore, these are the ideals which the Ministry of Education should place before it in order to impart education to our people. As the time is short and the subject is vast—and I am terribly afraid of you in the Chair—I do not want to exceed even a single minute, even a single second. Therefore, I would confine myself to certain remarks about this subject.

We see indiscipline among the student world in India. There are a number of strikes and demonstrations and so on. They indicate that there is a new wave of life that has overtaken the student life in India. It is not enough to say that this will be a passing phase and therefore, we must go on in our masterly inactivity and must not do anything. It will not be well for the country and the Government to ignore or bypass this. Indiscipline is a very grave disease which will eat into the vitals of the nation. Therefore, we must set before us the task of knowing the causes of indiscipline.

According to me, indiscipline among the students is responsible for certain things. It is because of two or three factors that the student is losing interests in his studies. Perhaps it is due to the large question of educated unemployed. He finds his brother or brother-in-law being unemployed after taking one or two degrees. He feels if this is the result, why should he study and join the ranks of educated unemployed. That may be one of the reasons.

Education is not attracting the youth today to concentrate his attention upon his subjects. Perhaps the teaching staff is unable to create sufficient

enthusiasm in the student folk. This cannot be denied because the Indian teacher is poorly paid and the respect he has got in our society is low especially the primary school teacher. Sometime back, after reading the fifth class, he was given training and he was asked to handle infant standards. Sometimes, a man who is a lower trained teacher would be able to teach upto 5th standard. Then there is the higher grade training and then the secondary grade training and then BT or LT as the case may be. The Ministry should take early steps to see that highly qualified teaching staff is placed at the disposal of the primary schools. They should not be neglected because that is the basis on which we have to build the great mansion. Unless and until love for culture and enthusiasm for education are engendered in the tiny hearts of the young children, it is not possible for them to evince greater interest when they grow up.

Therefore, I say that the highly educated teaching staff with knowledge of child psychology with creative and enthusiastic missionary zeal to create a new nation which can hold aloft the beacon and gospel of Pancha Sheela and co-existence should be created. Therefore, I would like more money to be allotted for the primary schools. But, unfortunately, in the Second Plan the allotment is reduced.

For elementary education in the First Plan Rs. 93 crores were allotted, whereas in the Second Five Year Plan it is only Rs. 89 crores. It is a significant reduction which we cannot quite appreciate.

The country may be in need of technological personnel and, therefore, much more money may be spent on technical, collegiate and higher education. That does not mean that this fundamental part should be neglected. Until and unless we give a good start to the student who goes to the primary school in the village we cannot build up a new cadre of young and enthusiastic citizens to take up the future role

[Shri B. S. Murthy]

which they will be called upon to take very soon.

It is a good augury that the Centre has come forward to bear 50 per cent. of the increased emoluments of primary teachers in the States. With that the Education Ministry should not feel that it has done everything, because in many States this concession is not being used. For instance, in Andhra State, I am told the Andhra Government wanted a loan and other financial assistance. The Centre must be able to give more money either as financial aid or loan for the States so as to make the primary school teachers most contented.

One more point, and that is regarding the wastage and stagnation at the primary school stage. After reading the report I can understand how the Government is also conscious about this fact. But, merely stating certain things is of no use, because 50 per cent. of the young children who get out of

primary schools are not going to the secondary or higher middle schools. Therefore, Government must know what happens to these children. The education of girls, is much less satisfactory. Figures show that girls' education is going down and is not showing an increase. The stagnation question also must be clearly tackled before it becomes a menace.

In conclusion, I would appeal to the Ministry that the potentialities available in the community, in the villages and also among the teaching staff should completely be exploited to give India the much needed new type of education which will go a long way to create a citizen who will be a warrior of peace in this warring world.

17.30 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Friday, the 26th July, 1957.